P**at’s Comprehensive Planning System**

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| **Time** | **Activity**  ***This is what everyone in class is doing*** | **Targeted Skills to Teach**  ***This is what the child needs to learn*** | **Structure/**  **Modifications**  ***This is what we need to do to have the child be successful*** | **Reinforcement**  ***This is what will make this repeat*** | **Regulatory**  **Strategies**  *This is what will aid regulation* | **Communication**  **Social Skills**  **Membership**  **Opportunities**  *These are the opportunities for communication or community membership is* | **Data**  **Collection**  *What are we going to measure* | **Generalization Plan**  *How will we know that he is incorporating the skill* |
| 8:35-8:50 | Outside time when they get off the bus  Waiting in the line in the pod once they come in | Self regulation  Child has difficulty waiting in a confined space for a time that is not well defined see modification | Define playground space  Goes to sensory room for SI work | Get body ready  Invite friend to come | Allow large motor activity  Set up by the OT include swing | Turn taking  Turn Taking  Peer also swings | How he enters after sensory. How long is he able to sustain ( no verbal protesting)  Members of peers who are coming | How the rest of the day is regulated  Morning  When do we need another built in sensory break |
| 8:35 | Personal belongings  Unpack things  One table is unpacking. If your table has not been called | Independent ADL’s and routines  Responsible citizen able to wait for table to be called. | Visual supports morning routine board  Visual task board  Visual schedule | Able to check off task  When back at seat puts lotion on his hands | Visual individual schedule | Say hi to peer  Partners with seatmate at table | Level of support for arrival using OT prompt hierarchy | Able to do the dismissal |
| 9:00  Independent worksheet | Seatwork  Independent worksheet with simple instruction | ELA curriculum | Visual is on the board with directions AM work  To do list  Material list  It is reviewed orally while it is also on the board  To do basket  Finish basket | Reinforcement choice board,  Lotion, book | Has a fidget or treasure | Same activity as everyone else | Work samples | Continue with the curriculum  Adapted measurement  PLP  Fountas and Pinettil |